

WINDY ARBOR PRIMARY SCHOOL

MUSIC POLICY

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Intent of the curriculum

At Windy Arbor Primary School we value music and creativity, acknowledging the benefits that this has on our children. We deliver a creative and inspiring music curriculum which is practical, investigative and provides a deep understanding of musical learning. We take pride in the high importance that we place on Singing and put this at the heart of our school community. Children sing a wide variety of repertoire as part of regular singing assemblies, cyclic music lessons and through our School choir. As pupils move through the school, they will adopt a thorough appreciation of music through listening, performing and composing. At Windy Arbor we encourage the pleasure and enjoyment of playing musical instruments by providing the children with the opportunity to be creative and develop confidence through performance.

2. Our Music Curriculum Aims;

- To play and perform in solo and ensemble contexts, singing and playing musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes using the inter-related dimensions of music
- To listen with attention to detail and recall sounds with increasing aural memory
- To use and understand staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- To develop an understanding of the history of music
- To have the opportunity to learn a musical instrument as part of Whole Class Instrumental Teaching

3. Implementing Music. Teaching and learning

In Early Years, musical instruments are available for the children the access independently, indoors and outdoors at all times during independent learning. The children learn incidentally through their own exploration and with guidance and support from staff. Some music sessions are delivered during creative sessions and children sing a variety of songs daily.

In KS1, children have the opportunity to sing a variety of songs, chants and rhymes which are performed with expression and enthusiasm. Listening skills begin to establish with children able to understand and concentrate on a wide range of high quality recordings. When analysing music, children are able to recognise the interrelated dimensions of music and pick out specific sounds and instruments. Throughout KS1, children will play tuned and untuned musical instruments both individually and as an ensemble. Pupils will experiment with, create and combine sounds using the interrelated dimensions of music to create compositions and musical motifs.

In KS2, children learn to appreciate the history of music and are exposed to a variety of music from different traditions and cultures. Listening skills continue to develop year on year with increased attention to detail and aural memory. Children are able to distinguish the relationship between sounds and can confidently use the interrelated dimensions of music. When playing and performing children use their voices and play musical instruments with increased accuracy, control and expression. Throughout KS2 children will improvise and compose music for a range of purposes and in a variety of styles. Pupils will use and understand staff and other musical notations.

Pupils in year 4 & 5 have the opportunity to learn a musical instrument for an academic year through the Whole Class Instrumental Teaching provision we buy in from Solihull Music with opportunity for continuation provided and encouraged.

At Windy Arbor music is an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also give them opportunities to compose music. ICT is used in the delivery of lessons and to extend and enhance musical opportunities.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- encouraging and advising more musically able children on how to make their task more challenging
- providing resources of different complexity depending on the ability of the child
- using teaching assistants when possible, to support the work of individuals or groups of children.

Children are taught in their normal class group (we have a subscription to Kapow, a scheme of work with up-to-date, interactive resources for staff to use) and either have one lesson each week or a block of lessons. There is one music unit each half term for each year group. Communal singing takes place for the enjoyment of all each week, during assemblies.

Additional Music Teaching

Through our school links with Solihull Music, we have access to specialist music and creative arts provision as weekly, whole class music sessions given to a selection of year groups in Key stage 2 throughout the academic year. We also offer instrumental lessons to some pupils, which are taught by specialist peripatetic teachers, parents subsidise this offer with a weekly fee (dependent on uptake). Instruments are owned by the school, Solihull Music and by the pupils. All children are offered this opportunity and there is a selection process when numbers are greater than places available.

4. Planning

Coverage of the National Curriculum for each year group and the expectations for that year are the basis of the planning from Kapow that we follow, along with whole class ensemble teaching in some key stage 2 classes. Staff also have access to a skills progression overview documents to aid in delivery.

The Kapow scheme means that the children are appropriately challenged as they move through the school because all musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. The scheme is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

5. Assessment

Formative Assessment / Assessment for Learning
During and at the end of each session class teachers are responsible for carrying out some level of formative assessment to inform their planning for the next stage of learning. Recall questions with metacognitive links help to inform staff of where to go next with their teaching.

6. Monitoring and Review

The music subject leader is responsible for ensuring effective practice in the above areas for every child. This to include:

· Leading policy and practice across the school

· Effective on-going monitoring, evaluation and follow up actions to ensure high standards of provision, and an appropriate range of relevant, quality experiences for all

· Ensuring appropriate staff CPD in relevant areas of learning linked to performance management

· Leading by example, setting high standards and a professional and enthusiastic commitment to high quality delivery across all areas of learning

· Ensuring well-organised provision of an appropriate range of quality resources

· Ensuring whole school policies and schemes of work are agreed, followed, and reviewed and revised as appropriate.

· Ensuring effective record-keeping and assessment, all being revised and monitored on a regular, programmed basis

· Ensuring that legal requirements are met

7. Health and Safety

Windy Arbor will follow the relevant guidance from the LA Health and Safety Policy. Health and Safety considerations are noted in planning. All children are taught the safe and appropriate use of the equipment including those which use mains supply electricity. Children have access to a wide range of tuned and untuned percussion instruments which they are encouraged to explore safely. There are also safe handling recommendations in place for moving instruments around school.

8. Resources

All musical instruments are stored in the music cupboard and used by all key stages in school. There are sufficient resources for all music teaching in the school, although with growing numbers, this will have to be monitored. Reception and Nursery keep a selection within their setting. The music coordinator regularly reviews the resources and makes a note of any need. There is a piano in the school hall and in the studio.
All classes have audio equipment and internet access.
Access to instruments is given to the children when a member of staff is present and has given permission.

9. Inclusion

At Windy Arbor, all staff are committed to ensuring all children, regardless of age, ability, gender, physical or mental attributes, race or culture, are entitled to a broad and balanced music curriculum. All children will be taught the skills and knowledge of music as outlined in the programme of study for each key stage in the National Curriculum for music. Teachers will endeavour to provide differentiated learning opportunities to meet the needs and learning styles of the children in their class and this is well-catered for in the Kapow scheme.

Special Educational Needs
We recognise that some children may need help to ensure their equal access to the teaching and learning of music and the school, music co-ordinator and the teachers will endeavour to meet these children's needs.

Gifted and Talented
All children need to be challenged in order to reach their potential. Gifted and talented children can be challenged within the lesson, building on their thinking skills and through targeted questioning. Activities should be differentiated to help encourage these higher order skills. There are also opportunities throughout the year for additional visits/visitor workshops for those children who are gifted and talented in music.

Equal Opportunities

In accordance with the National Curriculum, work should regard a variety of cultures and should explore the work of both male and female musicians. All children should have equal exposure and opportunities for artistic self-expression.

Extra curricular activities:

We believe that music enriches the lives of people and so we try to involve as many children as possible in musical activities. We have a school choir which meets on a weekly basis to enable

children to enjoy singing together. The choir have performed at venues outside of school - including the Royal Albert Hall in London - and have further opportunities to do so each academic year.
Children are given opportunities to engage in musical performances through concerts, assemblies and community events. Visits and Visitors to school are organised each academic year.

Our school aims to provide a range of additional activities for our pupils. In music we provide opportunities for children to:

- Perform in school during assemblies & productions and in our end of year achievers' evening, school fairs, carol concerts, drama productions etc.
- Perform in the wider local community e.g. community carol concerts, Armonico Consort and Borough events
- Listen to professional musicians who perform in school